Academic and Professional Pathway for Teaching Excellence

Handbook: 2019/20
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APP TE programme Moodle site 19/20:

https://moodle.warwick.ac.uk/course/index.php?categoryid=695

Key dates 2019-20

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Writing retreats 2019-21

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Introduction
Welcome to the Academic and Professional Pathway for Teaching Excellence (APP TE) programme from the course team. We hope that you will enjoy being part of the programme, and that you will appreciate the opportunities that it offers to reflect upon, enquire into and enhance your teaching practice.

The programme content considers key educational theories, and draws upon the evidence-base provided by recent scholarship and educational research in the field of higher education learning and teaching to create an understanding of what teaching excellence looks like within your discipline. There are also opportunities to work collaboratively and to share practice and experience with your colleagues, both face to face and online, benefiting from their insight and expertise within a community of practice.

Critical reflection on your teaching practice is the core of the programme, and forms the basis for all the work you will do to document that you meet the requirement for Fellowship of the Higher Education Academy. The handbook outlines those requirements and begins to introduce the UK Professional Standards Framework (UKPSF) against which Fellowship is benchmarked. As you read you will see that the relationship between the aims, learning outcomes, programme content, and assessment are all mapped to the UKPSF throughout the handbook.

Once more, welcome to the programme, and we look forward to working with you.

About the programme
Overview
APP TE is a part time, practice-based programme, and successful completion awards Fellowship of the Higher Education Academy.

Who is it for?
This programme has been primarily designed for academic staff who have recently joined the University of Warwick on teaching-research contracts and who are required to gain a higher education teaching qualification in order to meet the conditions of their probation. Staff who are undertaking the programme as part of their probationary requirement must begin the programme within eight months of their appointment. New members of staff who have been teaching for more than three years full-time equivalent and can evidence engagement with a range of professional development activities related to teaching in HE or those who have completed an equivalent qualification elsewhere, or who already have Fellowship of the HEA may be eligible to apply for partial exemption. For more details on partial exemption see page 23.

We also welcome to APP TE colleagues for whom the programme is not mandatory, and who wish to develop their practice and to gain Fellowship as an element of their CPD.

More experienced and established academic staff already working at Warwick are not able to register on the APP TE programme, but are instead encouraged to pursue the Pathway for Experienced Staff (APP EXP) in order to gain HEA Fellowship.

1 If you are unable to begin the programme within eight months of your appointment or if you will not be teaching during the first year of your appointment please contact us as soon as possible via email at appte@warwick.ac.uk.
Accreditation
The Academic and Professional Practice for Teaching Excellence programme is accredited by the Advance HE, and successful completion of the programme leads to the award of Fellowship of the Higher Education Academy (FHEA). It is mapped against Descriptor Two of the UK Professional Standards Framework (UKPSF), and HEA Fellowship is typically seen as equating to a teaching qualification for experienced staff working within higher education. For more information please visit the Advance HE website at https://www.heacademy.ac.uk/recognition-accreditation/hea-fellowships.

Introducing the UKPSF
The UK Professional Standards Framework (UKPSF) is a nationally recognised framework for benchmarking success within HE teaching and learning support. Developed by the Higher Education Academy (HEA) (now part of Advance HE) on behalf of the UK higher education sector, Guild HE and Universities UK the revised framework was launched in 2011. It is comprised of a set of descriptors which outline four categories of teaching and learning support in relation to the Dimensions of Professional Practice which fall into three categories:

- areas of activity undertaken by teachers and support staff;
- core knowledge needed to carry out those activities at the appropriate level;
- professional values that individuals performing these activities should exemplify.

Advance HE accredits continuing professional development (CPD) programmes both within the UK and internationally, providing external and independent confirmation that professional development is aligned to the UKPSF. Participants on accredited programmes such as the APP TE programme are professionally recognised through the Fellowship Scheme.

About Descriptor 2
Descriptor 2 evidences a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

I. successful engagement across all five Areas of Activity;
II. appropriate knowledge and understanding across all aspects of Core Knowledge;
III. a commitment to all the Professional Values;
IV. successful engagement in appropriate teaching practices related to the Areas of Activity;
V. successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice;
VI. successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

Good standing
It is implicit within the UKPSF, and is required by Advance HE, that all Fellows remain in good standing. It's the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the Framework) and the Fellowship of the HEA Code of Practice.

Advance HE expects Fellows to be working towards their next award and be performing, or outperforming, their current Fellow descriptor standard. All Fellows should therefore be able to demonstrate compliance with (at least) their awarded level at any given time. Fellows should record
their professional development activity to ensure that they remain in good standing. A sample of Fellows will be chosen each year to provide such evidence to Advance HE.

The Academic Development Centre at Warwick offers experiential routes to Senior (Descriptor 3) and Principal (Descriptor 4) Fellowship through the APP (EXP).
Dimensions of practice

Areas of Activity

A1  Design and plan learning activities and/or programmes of study
A2  Teach and/or support learning
A3  Assess and give feedback to learners
A4  Develop effective learning environments and approaches to student support and guidance
A5  Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1  The subject material
K2  Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
K3  How students learn, both generally and within their subject/disciplinary area(s)
K4  The use and value of appropriate learning technologies
K5  Methods for evaluating the effectiveness of teaching
K6  The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1  Respect individual learners and diverse learning communities
V2  Promote participation in higher education and equality of opportunity for learners
V3  Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4  Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Programme aims
The aims of the programme are to:

- enable participants to evidence successful practice against Descriptor Two of the UK Professional Standards Framework in order to gain Fellowship of the Higher Education Academy;
- provide a means for probationary academic staff to demonstrate their knowledge, skills and development as competent and effective practitioners during their probationary period;
- inspire participants to become reflective practitioners by offering conceptual frameworks for critical reflection and practical mechanisms for building a teaching portfolio, thus securing a commitment to continuing professional development and to remaining in good standing;
- communicate the importance of evidence-informed practice, providing opportunities for participants to engage critically with appropriate pedagogic literature and the Scholarship of Teaching and Learning in order to enhance their teaching practice;
- create opportunities for participants to benefit from peer support, evaluation and feedback in relation to their teaching practice;
- stimulate professional dialogue around learning and teaching, and to promote dissemination of good practice within and beyond departmental, disciplinary and institutional contexts;
- sustain the growth of an institutional culture which values, supports and rewards teaching excellence, and which unites teaching and research in effective, creative and innovative ways.

Programme learning outcomes
On successful completion of the programme participants will be able to:

Areas of Activity

- design and plan effective learning activities and/or programmes of study appropriate to students’ level and discipline [A1];
- teach and support student learning at all levels in higher education, which may include doctoral supervision, with an appropriate level of critical reflection and analysis [A2];
- select and implement a range of assessment techniques (formative and summative) which are designed to enhance student learning and/or to offer valid and reliable appraisal of student achievement [A3];
- create effective feedback and maximise opportunities for feedback in order impact positively upon student learning [A3];
- design effective learning environments (physical and virtual) within and beyond the classroom [A4];
- identify good practice in student support and guidance within the role of the personal tutor. [A4];
- engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices. [A5]

Appropriate knowledge and understanding across all aspects core knowledge*

- demonstrate and document appropriate methods for teaching, learning and assessing in their own discipline relevant to the level of study within the context of a research-intensive university [K2];
demonstrate critical understanding of key concepts and theories relating to how students learn both generally and within their own discipline and to apply those theories in order to create engaged student learning [K3];

- recognise the use and value of technology to support teaching and learning and be able to select and employ technology appropriately and effectively to achieve specific pedagogical aims [K4];

- review and evaluate the effectiveness of their practice using a range of self, peer and student monitoring and evaluation techniques [K5];

- articulate the impact of quality assurance and quality enhancement within higher education practice [K6].

Commitment to professional values

- show respect for individual learners and diverse learning communities [V1];

- evidence inclusive practice which promotes equality of opportunity for learners [V2];

- demonstrate a commitment to evidence-informed practice, incorporating outputs from research, scholarship and your own continuing professional development in order to enhance your own practice and student learning [V3];

- demonstrate an awareness of how institutional, national and other contexts impact upon your academic practice [V4].

* it is assumed that strong knowledge of the subject material was a condition of employment, and therefore Core Knowledge K1 is a requisite for entry and not developed directly by the APP programme.

How the programme is delivered

The blend

The programme is delivered via blended learning. It involves:

- a two day residential event with supporting online resources;

- a one day workshop with supporting online resources;

- online learning units for independent study;

- teaching observations;

- optional writing retreats to develop reflective thinking and writing skills.

Further details on each individual component of the programme can be found below.

Teaching observations

A core developmental aspect within the programme is an opportunity to gather feedback on your teaching practice – from your departmental mentor, from a programme tutor and from a peer. Each observation should observe a different teaching session so three different teaching sessions will be observed over the 12 months of the APP TE programme.

You will also have the opportunity to assume the role of observer, and will observe your peer partner’s teaching practice, offering feedback and support.

This offers new perspectives on your own practice and the pedagogies extant within your discipline, and can be a stimulating and powerful aid to reflection.

In order to meet the requirements for Fellowship your practice must be authenticated. Rather than asking you to supply references this function is fulfilled by the teaching observation undertaken by the programme tutor. If it is felt that there is additional work to be done in order to demonstrate
that have successfully engaged across the Dimensions of Practice you may be asked to undertake additional observations.

For more details on the process and guidance on how to maximise the benefits of teaching observations please see Appendix A.

**How long does it take to complete the programme?**

Participants are expected to complete the programme and to have submitted their assessed work within 12 months.

If on discussion with your mentor and with the programme leader it is felt that your role does not offer substantial engagement with all Areas of Activity it is possible to ‘pause’ your registration in order to gain sufficient experience to meet the requirements for Fellowship.

Please note: if you are on leave for an extended period of time (i.e. research leave, maternity leave, etc.) you are advised to apply for temporary withdrawal. For further guidance please email us at appte@warwick.ac.uk.

**The APP TE residential**

The programme begins with a two-day residential event on the University of Warwick campus. It is expected that all participants attend the full two days.

At the residential you will explore concepts and debates in contemporary higher education which hold particular resonance within a research-intensive institution such as Warwick. We will discuss the nature of teaching excellence, intersections between teaching and research, disciplinarity and interdisciplinarity, and how these impact upon practice and upon academic identity. You will also hear more about Education and Research Strategies at Warwick from members of the Senior Management team.

Perhaps the most important aspect of the residential is that it offers a space for critical reflection on teaching practice, and challenges you to interrogate your assumptions. Dialogue and discussion are at the heart of the residential, and for most of the time you will be working in groups, sometimes with people from similar disciplines and at other times not. Feedback from previous cohorts suggests that this is the most valuable aspect of the event, and sharing experiences and examples of practice within a community of practitioners is a powerful learning tool.

The residential does not employ traditional methods such as lectures, and may confound your expectations. You may feel confused and frustrated by the lack of ‘content’ or direction, and the absence of right and wrong answers in response to teaching questions. The residential will not offer ‘how to’ guides, or ‘top tips’. Instead it aims to foster an ethos of enquiry which will carry you through the APP TE programme and beyond as you develop your career as an academic and educator.

The final afternoon is devoted to a session on the role of the personal tutor which is more practically oriented.

**The workshop**

There will be a day long workshop, covering assessment, feedback and research supervision held approximately 10-12 weeks after the residential. If it is not possible to attend the workshop associated with your specific programme it may be possible to attend an alternative session. Please email us via appte@warwick.ac.uk.
Online study units
The programme Moodle site contains a variety of materials, some of which are designed to extend and support the face-to-face workshops and others are purely online learning units. The online materials offer a starting point for your own explorations and enquiry, which will enable you to develop and document your practice. Materials also include formative quizzes, prompts to reflect, embedded writing tasks, and discussion questions.

All activities and materials are designed to support you as you complete the summatively assessed tasks. You will also see each section contains key resources and additional resources. You should explore all the materials, but may find that some are less relevant to your current practice, or feel that they may be more valuable in the future. For example, resources on supporting students with additional requirements may not be useful until you are working with a student with those specific needs. Each section also contains selected suggested further reading, this should not be considered to be an exhaustive list, and you should expect to undertake independent research in order to identify literature which relates to your specific teaching contexts.

You must engage with all Moodle sections in order to complete the programme successfully. When you have completed each section a feedback questionnaire based on Brookfield’s critical incident survey will become available. When you submit the questionnaire you will be awarded an electronic badge which marks completion of the unit.

Scholarly teaching and the teaching-research nexus
The UKPSF enshrines evidence-informed practice as a key professional value for practitioners in higher education. This section supports and extends the work begun at the residential event, exploring the intersection between disciplinary research and teaching excellence, and to consider how engagement with pedagogic research can enrich and enhance teaching practice. It provides foundational skills to enable participants to engage with the scholarship of teaching and learning.

By the end of this unit you will be able to:

- define scholarly teaching, the Scholarship of Teaching and Learning and the research-teaching nexus [V3];
- outline how research and teaching intersect within your own practice [A5];
- locate, evaluate and employ an appropriate evidence-base in the development of your own practice [V3].

Becoming a reflective practitioner
This section is designed to supplement the work done at the residential event by offering some theoretical perspectives on reflection, some additional models for reflection and by gathering together useful resources, examples and prompts for your own reflective work.

By the end of this unit you will be able to:

- select and employ an appropriate model of reflective practice which you can use to structure your reflections throughout the programme [K5]

Role of the personal tutor
Building upon the work done on day 2 of the residential this unit considers the key competencies required to become an effective personal tutor. [A4]

By the end of this unit you will be able to:
• identify the key skills, attributes and habits of an effective personal tutor;
• employ appropriate strategies in a range of personal tutoring scenarios;
• decide when to refer a tutee and know who to refer them to.

Design for learning
This unit looks at approaches to learning design. It introduces Biggs’ theory of constructive alignment, and Bloom’s taxonomy both of which have led to the outcomes based approaches which dominate teaching and learning practice within higher education, and invites participants to reflect critically on the benefits and challenges offered by this approach. This unit also explains the process and procedures of module approval at Warwick. You should complete this online learning unit before attending the workshop.

By the end of this unit you will be able to:
• identify the core elements and key questions to be addressed when designing effective learning [A1];
• discuss how the The UK Quality Code for Higher Education and specifically the qualifications frameworks, credit frameworks and subject benchmark statements impact upon the design, delivery and review of programmes of study [A1, K6];
• write effective learning outcomes using Bloom’s taxonomy [A1];
• design constructively aligned learning and teaching activities, modules, and curricula [A1];
• compare conceptual frameworks for learning design [A1];
• consider how students can participate in curriculum design [A1, A4];
• navigate the module approval process at the University of Warwick [K6].

Teaching for learning
This unit introduces key educational theories which influence approaches to teaching and learning and inform dominant research paradigms. It enables participants to think critically about their own assumptions about learning, the demands placed by their discipline, and by a variety of learning contexts in order to create engaging and effective student learning. This section is split into the sections:

- Teaching for student engagement
- Teaching for diversity
- Teaching in context: the lecture
- Teaching in context: small groups

By the end of this unit you will be able to:
• articulate your personal theory of learning and situate it in relation to the major educational paradigms [K3, V3];
• differentiate between deep, surface and strategic approaches to learning and recognise how these approaches are fostered through teaching practices [K3, V3];
• explain the theory of threshold concepts and give examples of threshold concepts from your own discipline [K3, V3];
• recognise the importance of student conceptions of learning, and how prior experiences of learning and students’ cultural and educational background may impact upon them [K3, V1, V2];
• discuss how teaching is done in your discipline and identify signature pedagogies [K2];
• adopt appropriate pedagogical models for different teaching contexts [A2, A4, K2].
Assessment for learning
Expanding upon work begun at the one day workshop, this online unit explores all aspects of assessment within higher education.

By the end of this unit you will be able to:

- explain the importance of assessment to student learning [A3];
- distinguish between assessment of learning and assessment for learning, explaining the imperatives which influence these strategies, and identifying the factors which make them effective, including matters relating to academic integrity [A3, V3];
- debate how academic standards are created and maintained [A3];
- design effective assessment [A3];
- summarise the functions, principles and approaches of good feedback offered by the pedagogic literature and apply this learning to your own practice [A3, V3];
- recognise when assessment is not effective in changing student behaviour/promoting student learning, analyse why this may be, and devise strategies to redress this [A3, A5].

Feedback for learning
Expanding upon work begun at the one day workshop, this online unit explores how to make feedback effective.

By the end of this unit you will be able to:

- summarise the functions, principles and approaches of good feedback offered by the pedagogic literature and apply this learning to your own practice [A3, V3];
- recognise when feedback is not effective in changing student behaviour/promoting student learning, analyse why this may be, and devise strategies to redress this [A3, A5].

Introducing research supervision
This outlines the role and responsibilities of research supervisors at Warwick, and begins to explore good practice and pedagogic approaches to research supervision. [A2]

By the end of this unit you will be able to:

- explain the role and responsibilities of a research supervisor at Warwick;
- use central support available for supervisors and students at Warwick;
- detail the health and safety issues in relation to supervision and research.

Technology enhanced learning
This unit enables participants to explore the role of technology in HE teaching and learning, both within and beyond the classroom.

By the end of this unit you will be able to:

- evaluate the role of technology in supporting teaching and learning within higher education [K4];
- analyse the variety of student perspectives towards technology enhanced learning and the implications of these for your practice [K4, V1, V2];
- analyse the affordances of different technologies and devise appropriate technological solutions for particular pedagogic problems [K4];
- identify areas within your practice that could be supported through technology enhanced learning and compare different pedagogic approaches for implementation [K4].
Reviewing and evaluating your practice

This unit explores another aspect of evidence-informed practice, inviting participants to consider the evidence generated by the processes of review and evaluation of teaching practice. It introduces different methods and approaches to gathering feedback, from students, from peers and from one’s own experience via reflection and reflective practice. There is also opportunity to debate what constitutes teacher excellence, and how HE might find appropriate metrics to evaluate learning and teaching.

By the end of this unit you will be able to:

- identify the reasons that you might review and evaluate your teaching [K5];
- explain how different motivations for gathering data influence the approach taken to evaluation [K5];
- discuss the comparative merits and demerits of student satisfaction surveys [K5, V4];
- evaluate the different ways in which student feedback can be gathered [K5];
- design an effective feedback questionnaire [K5];
- choose appropriate evaluation strategies for different learning contexts within your own practice [K5];
- show how evaluation data can be used to enhance your teaching practice [A5, K5];
- write a strategy which moves beyond soliciting ‘the student voice’ and engages students as partners in evaluation [K5].

Online forums

As dialogue is an important aspect of reflection, you are encouraged to discuss the programme materials, your practice and your concepts of and ideas about teaching. We hope that you will regularly meet with your group, but realise that busy teaching timetables and the different demands placed upon us often make it hard to schedule face to face sessions. Online forums offer a useful technological alternative, as their asynchronous nature facilitates participation. There are a number of forums on APP TE:

**APP TE news and announcements**: does what it says on the tin. This will be used primarily by members of the programme team to keep you up to date. You cannot unsubscribe from this forum.

**Q&A forum**: a place to ask questions regarding the practicalities, procedures and structure of the APP TE programme.

**APP TE cohort forum**: a space for you to discuss aspects of the programme, your teaching, and anything else which touches upon higher education. This is where you should address ‘discussion questions’ within the materials. Only members of your cohort have access to this forum, so it is named for the month you began APP TE. Subscribed but with opt out.

**Group forum**: the title is self-explanatory, this forum is a space for your group, and no one else can access the discussion here. You might use this space to arrange group meetings, or to continue group conversations. Subscribed but with opt out.

**Design for learning plenary forum**: a forum exclusively for discussion of the materials and activities in Design for learning section. Subscribed but with opt out.

**Elements in learning design**: group forum for the learning activity about module design in Design for learning. Subscribed but with opt out.
Designing constructively aligned learning: forum for the peer assessed activity which requires you to design a piece of constructively aligned learning. You will post a message to the forum including your learning design, and you will post at least one response offering feedback on someone else’s learning design.

Support
The programme team
You can seek support, advice and guidance from members of the programme team at any point during your studies – about your teaching practice, the programme or Fellowship. The programme team will provide support via Moodle forums, and we encourage you to ask questions there in the first instance, as your question and our response is likely to benefit other participants. You can also email us at appte@warwick.ac.uk.

Your group
You will be working within an interdisciplinary group at the residential and in online activities, and we encourage you to continue to meet informally both online and face-to-face in order to collaborate, support and share practice as you work through the programme.

Your critical friend
You should identify a critical friend, who will undertake peer observation on your practice, and who will peer assess the summative assessment activity for the Technology for Enhanced Learning section of the programme.

Your mentor
You will also have the support of a mentor from your home department throughout the programme. Your mentor will usually be based in the same academic unit as you but will not normally be your line manager. The mentor should have more teaching experience than you (we suggest at least two years’ experience or full-time equivalent), will have strong knowledge and understanding of the UKPSF, and will ideally hold Fellowship or Senior Fellowship of the Higher Education Academy. They will also need to have completed the online mentor training programme.

In the context of the programme mentoring serves two specific purposes. Firstly, your mentor should act as a “critical friend”, that is, someone who helps you through the process of thinking about what you are learning. Secondly, as your mentor is a “disciplinary colleague” you can talk about how learning and teaching happens in your academic field.

Mentors are not required to formally assess your work, but it is hoped that they would provide informal, formative feedback on drafts of the assignments as part of the “critical friend” role.

Your mentor will undertake one of your teaching observations.

There are no formal requirements regarding the number of mentor meetings that you should have. You and your mentor are free to negotiate how and when you work together. We do however recommend that you see your mentor regularly and suggest some or all of the following would be suitable activities:

- discuss learning and teaching issues, specifically in relation to your subject area;
- ask to watch your mentor teach and then discuss it afterwards;
- ask your mentor to comment on teaching plans, coursework/exam questions or other assessments you are writing;
- discuss your plans for your assignments (e.g. which examples of your practice to use).
Further details of what is expected of APP TE mentors and suggested activities for mentor meetings can be found on the APP mentor webpages: 
http://www2.warwick.ac.uk/services/ldc/teaching_learning/app/mentor.

Assessment guide

Formative assessment on APP TE
There are a number of quizzes, forum discussions, activities and peer assessed tasks throughout the APP TE programme. These are designed to scaffold your learning, offering opportunities to practice and receive feedback on the knowledge and skills you are required to complete the programme successfully. You will need to complete all the formative assessments to complete the programme.

Peer assessed activity
Design for learning: at the end of the Design for learning online unit there is a peer assessed activity ‘Designing constructively aligned learning’. You will post one message to a dedicated online forum with your learning design, and one message in response to a peer’s learning design.

Programme tutor assessed activity
The most substantial piece of formative work that you are required to submit is a 500 word draft section of either Design for Learning or Teaching for Learning. This offers you an opportunity to receive feedback on a 500 word section of your assessed work. You can choose between Design for Learning: rationale for module design or Teaching for Learning: a 500 word section. These will be submitted via Moodle and you will receive feedback from a member of the Programme team. This formative work is mandatory. You will not be able to submit the summative assignment if you have not submitted a satisfactory formative piece.

Reflective work
Throughout the online sections you will find prompts to reflect. These questions are designed to foster critical engagement with the material and to structure your reflective work. Your reflections are not assessed and are not formally recorded. Making notes as you progress will make it easier to draw together your thoughts when you come to write the summatively assessed pieces. You can record your thoughts in whatever format you prefer, in a notebook, in a word document on your computer, in your personal blog, etc. We encourage you to discuss your reflections with your critical friend and/or your group.

Summative assessment
The APP TE programme is assessed on the tasks below. All pieces of writing will need to demonstrate evidence-informed practice, and you should refer to relevant scholarly literature, draw upon materials you have engaged with during the programme and in your own independent study. You should reference your sources, it doesn’t matter which citation style you use as long as you are consistent.

Referencing the UKPSF
To meet the requirements for Fellowship it is essential that assessed work overall demonstrates that your practice evidences all dimensions of the UK Professional Standards Framework with the exception of K1 ‘The subject material’, as your expertise in your discipline is assumed. Some of the assessments are very clearly linked to particularly dimensions, e.g. Design for learning maps to A1 ‘Design and plan learning activities and/or programmes of study’, Feedback for Learning directly relates to A3 ‘Assess and give feedback to learners’, Technology enhanced learning covers K4 ‘The use and value of appropriate learning technologies’. You will need to ensure that you incorporate discussion and evidence of all the dimensions, it doesn’t matter which section these appear in, and
they only need to be evidenced once, so choose the best example you can for each dimension. It is recommended that you map your practice to specific dimensions within the text, e.g. “I use online discussion forums to nurture a community of practice, enabling students to conceptualise and develop their own identities as historians as they develop pedagogic expertise (Lave and Wenger 1991) [K3].” Descriptor references should be specific and discerning, don’t simply add a string of them to the end of a paragraph. Finally, take care to evidence the Professional Values – as these are most frequently omitted.

**Design for learning**

1. Create and upload a module outline using the official module approval form. The module can be imagined or real but should relate to your own discipline. (Module approval document not included in the word count.)

2. Offer a rationale for your design which explains the key decisions you have made in order to constructively align your teaching and the factors which have influenced your choices. Half of this account (i.e. 500 words) must explicitly addressing the rationale and pedagogical principles underpinning the assessment strategy within this module. [A1, A3, K6, V3]  

   (Total: 1000 words)

**Guidance note:** You can use a module that you have already designed and which has been approved or which is going through the approval system at the moment, or you can design a module that you hope to have approved in the future.

When writing your rationale remember to focus upon the pedagogic decisions that you have made. You may need to discuss course content, but try to keep this to a minimum and only in relation to the learning and teaching context.

**Feedback for learning**

1. Upload one example of written feedback that you have given. (If your feedback is an audio recording please upload to Moodle separately via the Audio/video submission link: [APP TE audio/video file submission Feedback for learning].)  

2. Briefly outline the context of the within which the feedback was offered.

3. Annotate this feedback in order to demonstrate your thought processes and document the pedagogical principles which have informed your approach. (If you upload a recording please ‘annotate’ in the APP TE assessment submission template making reference to the timings on the recording.) [A3, A5, V3]  

   (500 words)

**Guidance note:** take care to situate your practice in relation to the principles of good feedback outlined in the scholarly literature. Please ensure that student work is anonymised. The 500 words is for the annotation only, and does not include the student work or your original feedback, or the description of the context within which feedback was offered (this should be added to the Word template).

**Technology enhanced learning**

This work is peer assessed. It is your responsibility to find a peer to work with in good time for the submission deadline.
1. Review a technological tool which you could use in your learning and teaching practice. You should consider the teaching and learning context, the intended outcomes, the affordances of the technology proposed, and how to make effective use of the tool [A4, K4, V1, V2].

2. Assess and offer feedback to one other student on the programme against the Technology Enhanced Learning assessment criteria (see Appendix C).

(Total: 500 words)

When you submit this assessment you must submit:

1. your review of a technological tool;
2. your peer’s feedback on your review;
3. your peer’s review of a technological tool;
4. your feedback on their review.

Guidance note: There is a very tight word limit for this piece of work as the 500 words covers both the review and your peer feedback. It is recommended therefore that you utilise multimedia, images, screenshots, links to online videos to cover much of what the tool does (many technological tools have introductory videos, YouTube material). As always you will need to research and reference the literature relevant to your tool and/or your proposed teaching context, and your work should be informed by the material in the online unit on technology enhanced teaching.

You will need to find a peer to work with. The obvious choice would be your critical friend, with whom you will have undertaken your peer observation, someone in your group, or the person who reviewed your work in the ‘Designing constructively aligned learning’ forum.

Reviewing and evaluating your practice

1. Write 3 questions which you might include on an evaluation questionnaire for your students.

2. Briefly explain the learning context within which the questionnaire will be delivered, and offer a rationale for the questions that you have written. In the rationale you should explain what you hope to learn from the evaluation overall and specifically from each question; how the questions relate to the teaching and learning context, why you have chosen this particular format/formulation; how you will analyse the responses; and whether additional data is required to triangulate the results. You should also consider whether there are alternative methods for evaluation that may offer more relevant or meaningful data. [K5, V4]

(750 words)

Guidance note: you will need to think about the form of the questions, e.g. will you use a Likert scale or free text responses, and the sort of data that the survey will produce (qualitative or quantitative) and whether that will give you the right information you need to enhance your teaching. You will need to check whether there is any response bias within the questionnaire, and consider how that might be mitigated. As always your work should refer to the literature and be evidence-informed.

Teaching for learning

Important note: this piece of assessed work should be completed last, as it requires you to bring together reflections and concepts encountered throughout the whole programme.

Write a critical reflection on your teaching practice. You should offer an evidence-informed account, which incorporates your reflections on your practice, and which also reflects upon feedback from colleagues and peers received during the teaching observations, and feedback from students that
you have collected during review and evaluation processes. As this is critical reflection you should situate your practice in relation to relevant pedagogical literature, and relate it to relevant educational theories of learning. You should consider how students are learning within the context of your teaching practice, e.g. how your practice is influenced by your discipline, student diversity, cohort size, or any other relevant factors [A2, A4, K1, K2, K3, V1, V2, V3].

(1000 words)

Guidance note: this is an opportunity to discuss aspects of your approach and practice which has not been covered elsewhere in your work. You have only 1000 words so do not waste them recapping work that you have discussed in the other sections. This is also the place to address UKPSF dimensions which have not already been evidenced. This section should be scholarly and evidence-informed, so make reference to relevant pedagogic literature, and demonstrate independent research by integrating materials directly relevant to your disciplinary context.

Submission
You will compile these assessment tasks in the Word template, which can be found on the Moodle space. This will be uploaded to Moodle along with your teaching observation documents. You must completed teaching observation forms for each of your teaching observations (including the observation that you undertook for a peer).

Summary of assessment tasks to submit:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessed task</th>
<th>word count</th>
<th>UKPSF &amp; Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching for learning</td>
<td>critical reflection on your teaching practice</td>
<td>1000</td>
<td>A2, A4, K1, K2, K3, V1, V2, V3</td>
</tr>
<tr>
<td>Design for learning</td>
<td>a module outline and rationale – including assessment strategy.</td>
<td>1000</td>
<td>A1, A3, K6, V3</td>
</tr>
<tr>
<td>Feedback for learning</td>
<td>annotated example of feedback</td>
<td>500</td>
<td>A3, A5, V3</td>
</tr>
<tr>
<td>Technology enhanced learning</td>
<td>review of technological tool</td>
<td>500</td>
<td>A4, K4, V1, V2</td>
</tr>
<tr>
<td>Reviewing and evaluating your practice</td>
<td>3 evaluation questionnaire questions, with rationale and alternative evaluation strategy</td>
<td>750</td>
<td>K5, V4</td>
</tr>
<tr>
<td>Teaching observations:</td>
<td>documentation from each of the 4 teaching observations</td>
<td></td>
<td>authenticates practice: Descriptor 2 – I, IV,</td>
</tr>
<tr>
<td>➢ Departmental mentor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Programme tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Observation of a peer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Observation by a peer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word limit
Word limits for each element of assessment are clearly indicated, and you should ensure that you are within 10% (+/-) of these limits. The word count does include in-text references and UKPSF annotations, but not the reference list. Please include a word count at the start or end of each section, and the total word count at the end of the document. If your work is not within 10% of these limits we will return the work to you for editing and resubmission.

Deadline
You should submit your assessed work within 12 months of beginning the programme.
**Assessment Criteria**

In order to meet the requirements for Fellowship you must complete all the units (face-to-face and online), undertake all the teaching observations (including relevant documentation within your submission), and complete all the specified components to a satisfactory standard demonstrating that you have achieved all the programme learning outcomes.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme 17</td>
<td>tbc</td>
<td>tbc</td>
</tr>
<tr>
<td>Programme 18</td>
<td>19-20 March 2020</td>
<td>20 March 2021</td>
</tr>
<tr>
<td>Programme 19</td>
<td>30 June – 1 July 2020</td>
<td>1 July 2021</td>
</tr>
</tbody>
</table>

### Comprehension

**Pass**

There is evidence that scholarship, educational theories, philosophies and frameworks introduced by the programme materials have been understood, and applied to a consideration of practice.

Evidence of engagement with a broad range of pedagogic literature, appropriately and accurately applied within each assessed element.

There is evidence-informed consideration of the author’s disciplinary and pedagogic context (e.g. level of study).

### Analysis

Answers all questions competently, i.e. presents arguments relevant to the question; relates relevant pedagogic concepts to practice, and substantiates arguments with appropriate evidence.

Uses and demonstrates understanding of appropriate theoretical models.

Demonstrates analytical approaches to academic practice, engagement with pedagogic literature, and evaluation.

### Critique

Evidences an appreciation of the main issues within their teaching practice, and an ability to make appropriate critical points relating to that practice.

Documents evidence-informed practice, evidence is applied intelligently and critically, and offers a credible base for practice.

Employs a clear critical, appreciative or reflective framework to structure engagement with practice.

Reflective writing moves beyond description of what happens/happened, and offers critical reflection on experience and appropriate plan for future development.

Assessment of peers’ work applies appropriate assessment criteria. Peer feedback is constructive, relevant and well-considered.

### Presentation

All tasks are complete.

Work is competently structured and coherent.

Spelling, grammar and syntax are accurate, and do not obstruct communication of meaning and ideas.

Referencing and bibliography is correct, complete, and consistent.

Length is controlled.
<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer</td>
<td>No or limited evidence of engagement with the programme materials – units have not been completed.</td>
<td>Writing is predominantly descriptive, and lacks criticality.</td>
<td>All tasks are not complete – and does not evidence accomplishment of all programme learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>Insufficient evidence that scholarship, educational theories, philosophies and frameworks introduced by the course materials have been understood, and applied to consideration of practice.</td>
<td>Experiences are presented uncritically – there is no evidence of engagement in reflection or reflective practice.</td>
<td>Work is badly structured or incomprehensible.</td>
</tr>
<tr>
<td></td>
<td>Insufficient evidence of engagement with pedagogic literature – some or all of the component elements fail to relate practice to appropriate and relevant pedagogic sources.</td>
<td>Lacks a clear critical, appreciative or reflective framework.</td>
<td>Spelling and grammar are inaccurate and obscure meaning.</td>
</tr>
<tr>
<td></td>
<td>No consideration of disciplinary context or pedagogic context.</td>
<td>Reflective writing consists primarily of a narrative account, and does not offer evidence of analysis or learning from experience, or plans for future development.</td>
<td>Referencing and bibliography is absent, incorrect, incomplete, and/or inconsistent.</td>
</tr>
<tr>
<td></td>
<td>Evidence that the scholarly literature has been misunderstood, or has been applied inappropriately or erroneously.</td>
<td>Points are unsubstantiated and not supported by a credible evidence-base, either from reflection, feedback, or scholarly literature.</td>
<td>Length is not controlled (more than 10% over or under for each of the specified tasks).</td>
</tr>
</tbody>
</table>
Feedback
You will receive feedback upon your work. Feedback will be given on the pro forma (Appendix D), and whenever possible we will review your work and provide feedback within 20 working days.

If your work meets the requirements for Fellowship feedback will focus on areas which may be valuable for your future development.

If your work requires further development feedback will offer recommendations to enable you to revise your work in order to gain Fellowship.

Retention of assessed work
1. Please note that one copy of your work may be retained for up to two years by ADC for auditing purposes.
2. Confidentiality is strictly maintained and normally no access to copies of assessed work is permitted to any persons other than those directly involved in assessment procedures and those undertaking programme review under quality assurance arrangements recognised by the University.
3. In certain instances, where your work (or an element within it) demonstrates what is agreed to be good practice, you may be asked to confirm that you have no objection to it being shown to others (suitably anonymised where necessary).

Referencing
You should use appropriate scholarly referencing throughout your work.

In-text citation referencing (author-date, e.g. Harvard) is most commonly used in the Social Sciences and is therefore the approach you are most likely to encounter in books and periodicals relating to most aspects of academic practice and professional development in higher education.

We appreciate that participants who are not accustomed to working in the Social Sciences may prefer to use a referencing system from their own discipline. If you wish to do this, please ensure that you use your chosen referencing style correctly and consistently. You can find some an overview and a quick to each commonly used reference style via the Library website at: https://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles

Please ensure that you provide a full list of bibliographical references is given. Please note that we would like you to include references – i.e. works that you have cited within your text, rather than a bibliography which lists all the works you have read in the preparation of your work but which you may not have referred to directly.

Plagiarism
Please ensure that all work submitted is your own, and that you always credit the work of others by referencing your work carefully.

Plagiarism is covered by Regulation 11, Regulations Governing the Procedure to be Adopted in the Event of Suspected Cheating in a University Test. For further information see: www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating

All work will be submitted to Turnitin as part of the assessment process.
Using material more than once

1. Whilst it is possible that similar material may be relevant for more than one aspect of your work, you should be aware that submitting substantially the same material for more than one section may not enable you to demonstrate the required breadth of practice. If you do need to refer to material used in a different section, please reference your own work.

2. If you are at all concerned about this issue, it is essential that you consult with the Programme Leader at an early stage and well before the final submission of your work.

Mitigating circumstances

Mitigating circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, assessed presentations or assessed laboratory work. For guidance on the policies and procedures around mitigating circumstances please visit: http://www2.warwick.ac.uk/services/arodar/quality/categories/examinations/policies/u_mitigatingcircumstances/

The review process

Your work will be considered by two internal reviewers. All reviewers will be Fellows or Senior Fellows of the Higher Education Academy. The second reviewer will reach independent judgment but may see the first reviewer’s comments. Should the two reviewers be unable to make a Fellowship judgement, your work will be considered by a third reviewer who will have the casting vote. A sample of work (particularly including borderline cases, or cases which provoked disagreement between first and second reviewers) will be submitted for review to the external examiner on the ADC accredited provision, currently emeritus Professor Ray Land (MA MSc PhD FRSA PFHEA) (formerly Director, Centre for Academic Practice (CAP) & Professor of Higher Education, School of Education, Durham University) for moderation and quality assurance purposes. Regular moderation meetings attended by all APP TE reviewers will ensure that there is a shared understanding of the standards by which Fellowship judgements are made, and assessment criteria are applied fairly and consistently.

Resubmission

Should your submission not meet the requirements for Fellowship you will be offered an opportunity to revise and resubmit your work. You should resubmit within three months of receiving your result. However, if you are unable to evidence successful engagement across all five Areas of Activity due to the nature of your teaching commitments we can offer you an extension to enable you to develop weaker or missing areas of practice.

When you resubmit you will need to use the resubmission template which contains a table for feedback comments received from the reviewers and how you have responded to that feedback in the revised version, you will also need to mark changes to the original submission either by tracked changes or highlighting, or changing the colour of the edited text. For example:

<table>
<thead>
<tr>
<th>Feedback from reviewers</th>
<th>Amendments made</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no evidence of K6</td>
<td>Discussion of response to external examiners reports added to review and evaluation section.</td>
</tr>
</tbody>
</table>

You will resubmit your revised work via the same Moodle link exactly as you submitted originally.
Appeal
There is no right of appeal against:

- the academic judgement of reviewers;
- the requirement to resubmit work.

Although this is not a credit bearing programme should there be evidence of procedural irregularities in the conduct of assessment, or evidence of prejudice or bias during the assessment process an appeal would be considered. In line with University policy for appeal on postgraduate programmes, if you feel that arrangements on the programme are inadequate you are be expected to make a complaint at an earlier stage or explain why you failed to provide evidence of this before the assessment process.

Complaints
Complaints concerning the quality of teaching or of pastoral care on the programme should in the first instance be brought to the attention of the Programme Leader. You can read more about our Complaints process via our website at warwick.ac.uk/adc/complaints/.

Partial exemption
All new members of staff who have APP TE as a probationary requirement are required to complete the two-day residential event, and the half day workshop on research supervision. Staff with an equivalent qualification or three years’ experience (FTE) could be eligible for partial exemption from some taught elements of the programme (online or face-to-face). Your claim will be reviewed by an APP TE programme leader and the Head of Academic Development who will make the final decision. Decisions can only be made on the basis of evidence, such as certificates, original award documents or other relevant evidence that you have provided to support your claim. You are expected to engage actively on the programme until your exemption application has been considered and the result communicated to you.

You should submit this form within 2 weeks of attending the residential event. We will aim to respond to your application within 10 working days.

If you believe that you are eligible for partial exemption please email us at appte@warwick.ac.uk.
Programme team

Programme Leader

Jennie Mills  
Ext: 73249  
J.Mills.3@warwick.ac.uk

Jennie is programme leader on the Academic and Professional Pathway for Teaching Excellence (APP TE). Jennie is particularly interested in assessment and feedback, internationalisation and as students as partners in learning and teaching. She is currently researching how educational development impacts upon teacher identity and practice and the role of arts-inspired methodologies and creative play in HE research, practice, and development. Qualifications: BA (Hons) English Studies, MA English Literature (Critical Theory), MA Online and Distance Education, PG Certificate in Academic Practice, D.Phil. English Literature, Warwick Award for Teaching Excellence (2018), SFHEA.

Programme Secretary

Judith Taylor  
Ext: 24698  
Judith.Taylor@warwick.ac.uk

Judith is the programme secretary on the Academic and Professional Practice (Teaching Excellence) programme. She is responsible for overseeing all of the administrative elements of the course and will be your first port of call if you wish to discuss any issues or need some further information about the programme. Please contact Judith via the programme inbox at appte@warwick.ac.uk.

Programme tutor

Peter Fossey  
Ext: 73568  
P.J.Fossey@warwick.ac.uk

Pete co-ordinates the Academic Development Programme, which is a series of development workshops open to all staff who teach, covering topics such as course design, assessment and feedback, and teaching philosophies. Pete also offers bespoke workshops for departments, and supports colleagues on the APP EXP programme as a mentor. Qualifications: BA (Hons) Philosophy, MA Philosophy of Mind, PhD in Philosophy, FHEA.

Programme tutor

Letizia Gramaglia  
Ext: 73109  
Letizia.Gramaglia@warwick.ac.uk

Letizia is responsible for managing the Teaching and Learning Unit at Warwick and supporting the delivery of strategic priorities, with a specific focus on Learning and Teaching. She has eight years of professional experience in the HE sector in both academic and non-academic roles. Her areas of interest include Postcolonial Literature, History of Medicine, non-directive coaching, and innovative teaching approaches. Qualifications: Laurea cum Laude BA (Hons) Modern Languages and Literature, MA with Distinction in Colonial and Post-Colonial Literature, Certificate for Teaching Foreign Languages, Certificate in Coaching and Mentoring, PGA in Technology Enhanced Learning, PhD in Comparative Cultural Studies, SFHEA.

Programme tutor

Sara Hattersley  
Ext: 75761  
S.Hattersley@warwick.ac.uk

Sara is the course leader on the APP PGR (Academic and Professional Practice for Postgraduate Researchers), the course for PhD students who teach or support learning. Sara is an experienced teacher educator, with a background in post-16 teaching and teacher training. She has worked with a range of adult returning learners and teacher trainees, being part of the Centre for Lifelong Learning for over 10 years. She has a strong interest in technology-enhanced learning, having designed and delivered a range of blended programmes for teacher training. Qualifications: BA (Hons) History/Art History, MA Post-Compulsory Education, Diploma for Trainers of Adult Literacy Specialists, PGA Technology Enhanced Learning.
Warwick Award for Teaching Excellence (2010 and 2015), SFHEA.

**Programme tutor**  
**Jessica Humphreys**  
Ext: 73249  
Jessica.Humphreys@warwick.ac.uk
Jess leads on the Academic and Professional Pathway - Technology Enhanced Learning (APP TEL) including leading on the postgraduate award in Technology Enhanced Learning. This is a course for staff and is focused on the development and evaluation of TEL projects. In addition Jess leads the Technology Enhanced Learning Forum, a University wide network where colleagues meet termly to share practice and develop ideas collaboratively.
Qualifications: BA (Hons) History and Politics, MA Russian and East European Studies, PG Dip Museum Studies, MSc Information Management, PGA e-Learning in Academic and Professional Practice, MCLIP, SFHEA.

**Programme tutor**  
**John Kirkman**  
Ext: 75341  
John.Kirkman@warwick.ac.uk
John is a Learning Development Advisor with particular responsibility for the Pathway to HEA Fellowship for Experienced Staff (APP EXP). He is an experienced teacher educator, with a background in secondary science teaching and teacher education. John’s areas of interest include STEM education, assessment, phenomenography and variation theory and conceptual change.
Qualifications: BEng (Hons) Civil Engineering, MA Educational Studies, Conversion Diploma in Psychology, PhD Higher Education, SFHEA.

**Programme tutor**  
**William Rupp**  
Ext: 50413  
W.H.Rupp@warwick.ac.uk
William is course leader for Preparing to Teach in Higher Education, the University-mandated teaching skills development course for postgraduates. He also contributes to teaching on other TLU courses and sessions. William administers the Warwick Awards for Teaching Excellence (WATE and WATE PGR) and coordinates teaching excellence recognition. He also supports colleagues on the APP EXP programme, particularly those seeking to achieve Associate Fellowship.
Qualifications: BA (Hons) Politics and History, MA Canadian History, PhD History, FHEA.
Appendix A: Guidance for teaching observations

The following sections will help you to understand the rationale and requirements for teaching observations and how to prepare for them.

Why do teaching observations?

One function of teaching observation is to enable you to evaluate your own teaching practice more effectively through the insights gained by seeing your practice through the perspective of fellow practitioners. On the APP TE programme teaching observations are carried out by a peer, your departmental mentor and a programme tutor and you. The teaching observation undertaken by the programme tutor also serves to authenticate your practice, a requirement for HEA Fellowship.

Observations can take place in a lecture, a tutorial, a seminar, small group session, a lab, or a research supervision. They typically last for one hour. It is also possible to observe online learning activities. It is important to see the observations as part of a process of continuous enhancement, and as part of that process it is important for you to identify which aspects of your practice you wish to work on. So, much of the ‘work’ of a teaching observation is done before the session through the reflective thinking which will enable you to identify areas of your practice to enquire into and how dialogue with your observers can feed into your enquiry. This will enable you to identify clearly to your observer what your focus is, and enable them to support your development.

The process of being observed

Timing

You should plan to spread out teaching observations over a period of time to enable time for reflection and development. You should see observations as iterative; building on good practice and attempting to modify and develop elements of your practice that are less effective. For this reason you will see that the form has space for you to outline what you are working on, and to note feedback and progress from previous observations.

We strongly recommend that your first observation is undertaken by a programme tutor. This will enable fuller exploration of the issues that you would particularly like to pursue through the observation process and through APP TE in general. Working with a programme tutor for this first observation will also help scaffold the process, and therefore offers a higher level of support.

Timeline

As soon as possible:

- reflect upon what aspect of your teaching practice you would like to focus on and plan your teaching observations;

As soon as possible and at least 3 weeks before the observation:

- Contact your departmental and peer observers to arrange the observation, the pre-observation meeting and the post-observation meeting;
- Contact appte@warwick.ac.uk with your preferred dates and times so we can schedule your observation with a programme tutor.

7 – 10 days before the observation

- Send the teaching observation form with Part 1 completed to your observer.

3-7 days before the observation

- Pre-observation meeting.
Appendix A: Guidance for teaching observations

Within 7 days of the observation

- Complete Part 3 of the observation form and send to your observer.
- Have the post-observation meeting.
- Observer to complete Parts 2 and 4 of the observation form which they will send to you.
- Complete the ‘next steps’ section and return a copy of the form to your observer.

Before scheduling your observation

It is important to prepare for the observation process well.

- **Consider what you would like to work in through the process of the teaching observations.** To get to most out of your observations you should identify some aspects of your practice that you would like to focus on. This will enable your observer to work with you, and to offer more precise and useful perspectives on your practice, rather than make broad impressionistic observations. This is the most important element of the observation preparation. Everything mentioned below will flow from these decisions.

- **Think carefully about which sessions you would like to be observed.** Higher education practitioners engage in a range of different activities which could be classified as ‘teaching’ (large group lectures, smaller group seminars or tutorials, lab demonstrations, research supervisions etc.) all of which require different skills. Think about what you wish to focus on, and which sort of teaching context will the most beneficial for your development. You should view the three observations (and also perhaps your work as an observer), the work you will do in preparation, and the resulting reflection and development work that you will do as a process. You may therefore choose to be observed in inter-related teaching activities, or you may decide that there are discreet aspects of your teaching that you wish to focus on, e.g. research supervision and lecturing. In this case you will need to consider how the developmental aspect of the observations process might be realised if there is no immediately evident ‘feed-forward’.

- **Consider who to observe you for which session.** All your observers will bring different perspectives and expertise. An experienced colleague in your department may be able to offer you subject-specialist advice and feedback on the content of your delivery, or discipline-specific processes. A programme tutor may not share your subject specialism, but will be able to offer you pedagogically-related advice and guidance. An APP TE peer may have greater insight into your work, your aspirations as an educator, and perhaps understand who you are as a teacher better than your other observers as you will have worked together on APP TE. Seeing your practice from the perspective of a different discipline may also help you to challenge your taken-for-granted assumptions about what good teaching looks like.

- **Think about the students and the type of learning taking place.** It is important to consider who the students are and whether they might be affected by the presence of an observer. This may be particularly relevant in very small group or one-to-one teaching situations such as research supervision – you might therefore consider whether these sessions could be recorded for ‘observation’. If you are teaching online you may need to arrange permissions for your observer.

*Pre-observation*

When setting up the observation you should also schedule your pre-observation meeting, which ideally will take place 3-5 days before the session. Before you meet you should send your observer the observation form with Part 1 completed. This will inform the conversation you will have at the pre-observation meeting. Observers should have a broad idea about the session they are visiting, the location, the student body, the topic and where this teaching ‘fits’ within a programme or module.
Appendix A: Guidance for teaching observations

They should also be clear on your developmental goals, and what you hope to achieve from the observation process.

**During the observation**

The presence of an observer can change the dynamics in a teaching scenario. You should think about:

- **Letting the students know about the observation.** In larger groups an observer may go unnoticed but sometimes students may think that they are the ones being judged in some way. It can be helpful to explain, at the start of the session, why the observer is here (for your development, not theirs’) and for how long, and to introduce them to students.

- **Your relationship to the observer in the session.** It would not be usual to ‘involve’ an observer directly in the activities of the session; after all, they are there to provide an impartial view as a non-participant. There may be circumstances where this could be appropriate though.

- **The observer’s position in the session.** You should tell the observer where you would like them to sit, as appropriate to the delivery in the session. Ensure they can see your delivery and resources as well as the students can, whilst remaining relatively inconspicuous. It would be appropriate to provide them with the same handouts as the students. In addition, if your session is more than one hour in length, you should consider how they are going to be able to leave (for example, if you call a break).

- **What to do if the plans change.** Sometimes a session plan may need to change or circumstances mean that you move away from what was planned. You might need to articulate this not just to students, but to the observer too.

**After the observation**

Perhaps the most important time in the observation process is after the session, when you have the opportunity to reflect and learn from your experiences and the feedback you receive. You should:

- **Spend time reflecting on the session.** How did the session go? What worked well? What worked less well? You will be focused upon the areas you identified as developmental priorities. However, there may also be new, perhaps surprising areas to focus on, things you may not have planned for and they too are rich sources of reflection on practice.

- **Complete Part 3 of the observation form and send it to your observer.** Capture your thoughts in Part 3 of the observation form. Try to be as specific as you can, you are capturing the ‘What?’ so thinking clearly and deeply about the detail will help you going forward to identify the significances and possible actions (So what? What next?).

- **Meet with your observer.** The post-observation meeting will give you an opportunity to discuss the session, starting with your reflections and observations. This meeting should be conceived as a conversation about your teaching practice rather than just receiving ‘feedback’. Together you will share your experiences of the session, discuss the implications for practice going forward. This meeting isn’t for your observer to identify things that you got wrong, or that you need to improve upon, rather an exploration of how you are going, and what you might do to consolidate, strengthen and enhance your practice in future. You will also therefore discuss possible ‘next steps’.

- **Your observer will send you their written notes for Parts 2 and 4.**

- **Complete the ‘next steps’ section of the observation form.** It is important not to see teaching observations as ‘one off events’ but part of a development process. Take identified areas for development and prioritise them at your next observation. If you feel you have met certain targets around an area of your practice (for example planning) you might like to shift the focus for subsequent observations (for example, to student engagement).
Appendix A: Guidance for teaching observations

- **Use the knowledge gained from the observation process as part of your evidence-base to develop future teaching.** The teaching observation will offer you a different perspective on your practice which you can draw upon when developing your practice.

- **Expand the knowledge by broadening your evidence-base.** Thinking about Brookfield’s four lenses you will have undertaken autobiographical consideration through your reflections and have the perspective of a colleague, you might therefore consider how you might see the same issues through the students’ eyes and through the lens of pedagogic literature. You should also ensure that any action you plan as a result of the observation process is informed by the broader evidence-base offered by educational research.

**Observing others**

If you are the observer, you will engage in the observation process above. You should prioritise the areas where the observee has specified a need for feedback, but not limit yourself to these. You may like to consider some of the critical questions listed in the table below.

Remember that this is a developmental process and overly negative or unconstructive comments are less helpful – always substantiate your remarks with an example from what you have observed.

Be clear about what you have observed, what you think that this is evidence of and how you have interpreted this.

For example, ‘I noticed that students were not answering your questions to them during the lecture, I think that this is because you did not leave very much time between asking the question and answering the question yourselves, and that at other points in the lecture you used rhetorical questions to emphasise your point. I interpret this to mean that either students aren’t sure whether you want them to answer or not, and/or that they are accustomed to you filling the silence so they don’t need to worry about responding’.

You should return feedback in a timely manner, and agree a mechanism for feedback with the individual concerned (for example, a short meeting, telephone call etc).

**Maintaining your observation record**

You will upload a copy of all your teaching observation forms to Moodle with your final submission. You will use reflections prompted by the process in the ‘Teaching for learning’ assessed work.
Appendix A: Guidance for teaching observations

Aspects you might consider as part of the observation process.

<table>
<thead>
<tr>
<th>Planning, organisation and structure</th>
<th>A1, A4, K1, K3, V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the relationship between this session and the wider curriculum/module/lecture series? Is this made clear to students?</td>
<td></td>
</tr>
<tr>
<td>• Are the intended learning outcomes well-constructed and appropriate to the session? Are they measurable?</td>
<td></td>
</tr>
<tr>
<td>• Are students clear what they should know and be able to do by the end of the session?</td>
<td></td>
</tr>
<tr>
<td>• Does the session include opportunities for students/lecturer to assess how well they have been achieved?</td>
<td></td>
</tr>
<tr>
<td>• Is the session well-structured? Are students given an overview of the session, and signposts within it?</td>
<td></td>
</tr>
<tr>
<td>• How prepared are students? What, if anything, have they been asked to do before the session?</td>
<td></td>
</tr>
<tr>
<td>• How will the session be evaluated? Is this part of its design?</td>
<td></td>
</tr>
<tr>
<td>• Is there space for emergent outcomes?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching methods and learning activities</th>
<th>A2, A3, K1, K2, K3, K4, K5, V1, V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What teaching methods are used?</td>
<td></td>
</tr>
<tr>
<td>• What learning activities are used?</td>
<td></td>
</tr>
<tr>
<td>• Are methods and learning activities appropriate to the content?</td>
<td></td>
</tr>
<tr>
<td>• Are methods and learning activities aligned with the intended learning outcomes?</td>
<td></td>
</tr>
<tr>
<td>• Are methods and learning activities well-executed?</td>
<td></td>
</tr>
<tr>
<td>• What kinds of learning resources are used? Are they available to students before or after the session? Does the session use learning technologies?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>A2, A3, K1, K3, K4, V3, V4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is there enough content, too much content or is it just right?</td>
<td></td>
</tr>
<tr>
<td>• Is the session content pitched at the right level?</td>
<td></td>
</tr>
<tr>
<td>• Does it offer appropriate challenge for students?</td>
<td></td>
</tr>
<tr>
<td>• Is the content up to date?</td>
<td></td>
</tr>
<tr>
<td>• Is the content accurate?</td>
<td></td>
</tr>
<tr>
<td>• Are examples used to illustrate theory and ideas, and to support students’ understanding?</td>
<td></td>
</tr>
<tr>
<td>• Who is creating the content of the session? Is it teacher-led or student-led?</td>
<td></td>
</tr>
<tr>
<td>• How is the content of the session related to any assessment (formative or summative)?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student engagement and interaction</th>
<th>A2, A3, A4, K1, K2, K3, K4, K5, V1, V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are students doing? What is the lecturer doing?</td>
<td></td>
</tr>
<tr>
<td>• Who is talking? And who are they talking to? Who is not talking?</td>
<td></td>
</tr>
<tr>
<td>• Are students co-constructing the session or following a pre-determined plan?</td>
<td></td>
</tr>
<tr>
<td>• If students have been required to prepare for class, how is this preparation utilised in the session?</td>
<td></td>
</tr>
<tr>
<td>• Are students on task?</td>
<td></td>
</tr>
<tr>
<td>• Are there equal opportunities for all students to engage?</td>
<td></td>
</tr>
<tr>
<td>• How diverse is the student cohort and how is diversity accommodated?</td>
<td></td>
</tr>
<tr>
<td>• Are students actively participating in class? How are interactions managed?</td>
<td></td>
</tr>
<tr>
<td>• How do you know that students have met the intended learning outcomes by the end of the session?</td>
<td></td>
</tr>
<tr>
<td>• Are students able to offer feedback or evaluation of the session?</td>
<td></td>
</tr>
<tr>
<td>• Are there any barriers to engaged student learning?</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix A: Guidance for teaching observations

### Learning environment

<table>
<thead>
<tr>
<th>A4, K2, K3, V1, V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the teaching space impact upon the planned learning and activities?</td>
</tr>
<tr>
<td>Is the learning space accessible? Are online environments accessible?</td>
</tr>
<tr>
<td>Are online spaces used within the session? How are these introduced/managed?</td>
</tr>
<tr>
<td>Is there a productive learning environment?</td>
</tr>
<tr>
<td>Is the classroom a safe space?</td>
</tr>
<tr>
<td>Are students encouraged to contribute? To take risks? To challenge themselves?</td>
</tr>
</tbody>
</table>
### Appendix B: Teaching observation form

#### Part 1 (to be completed by the observee)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s name:</td>
<td>Observer’s department:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departmental mentor</th>
<th>Programme tutor</th>
<th>Peer</th>
</tr>
</thead>
</table>

**Date of session:**

**Time:**

**Venue:**

**Please briefly outline the context of the session:**

*(You should include: level of study, size of group, where in the module this session sits, the nature of the student cohort, any particular challenges, and anything else that you think is relevant.)*

**Session intended learning outcomes:**
## Appendix B: Teaching observation form

<table>
<thead>
<tr>
<th>What aspect of your teaching practice, relevant to this session, are you currently trying to develop?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where are you at with this now? This might include progress through actioning ‘next steps’ from previous teaching observations. Please offer some brief reflection on your development in this area.</th>
</tr>
</thead>
</table>

| Part 2 Post observation (to be completed by the observer) |
| Comments relating to issue under exploration. |
Part 3 Post-observation
(to be completed by the observee)

Before the session you were going to work on the aspects detailed in part 2. How did this go?
### Appendix B: Teaching observation form

<table>
<thead>
<tr>
<th>Part 4: Summary comments by observer</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What went well during the session?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Were there any challenges?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is there anything else that you would like to note?</th>
</tr>
</thead>
</table>
## Appendix B: Teaching observation form

<table>
<thead>
<tr>
<th>Planning, organisation and structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider aspects such as: intended learning outcomes, clarity of structure, context, links with previous sessions etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching methods and learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider aspects such as: teaching approaches, methods, and resources, learning activities, communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider aspects such as: quantity, level, currency, accuracy, challenge, use of examples.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student engagement and interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider aspects such as: student-centredness, student participation and equality of opportunity to engage, respect for individual learners and diverse learning communities, are students on task.</td>
</tr>
</tbody>
</table>
Appendix B: Teaching observation form

Learning environment
Consider aspects such as: space (physical and virtual), atmosphere, accessibility.

Part 5: Next steps (to be completed by observee)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Appendix C: TEL assessment criteria

Appendix C: Assessment criteria for Technology Enhanced Learning Assessment Task

Pass

Comprehension
- There is evidence that the ideas and theories introduced within the TEL materials have been understood and applied to the review of a use of a technological tool within HE teaching and learning.
- There is evidence of engagement with relevant pedagogic literature relating to the aspect of teaching considered and/or to the technology reviewed, and that this literature is used appropriately and accurately.
- The review demonstrates understanding of the TEL tool, the teaching context within which it is applied, and the relationship between the two.

Analysis
- The technological tool, the reasons for adoption, implementation and efficacy within the specified teaching context is critically evaluated.
- Relevant pedagogic concepts are related to practice.
- Arguments are substantiated with appropriate evidence.
- Appropriate theoretical models are used to analyse the application of technology within the specified pedagogic context e.g. SAMR model, constructive alignment.

Critique
- The review identifies the main feature/s of the tool, its affordances, function and utility and critically considers how the tool offers an appropriate solution to the specified teaching objective.
- Adoption of the tool is evidence-informed and evidence presented offers a credible base for practice.

Presentation
- The task is complete.
- Work is competently structured and coherent.
- Spelling, grammar and syntax are accurate, and do not obstruct communication of meaning and ideas.
- Referencing and bibliography is correct, complete, and consistent.
- Length is controlled.

Refer

Comprehension
- There is no or limited evidence that the ideas and theories introduced within the TEL materials have been understood and applied to the review of a use of a technological tool within HE teaching and learning.
- There is no or insufficient evidence of engagement with relevant pedagogic literature relating to the aspect of teaching considered and/or to the technology reviewed, and/or that this literature is used inappropriately and inaccurately.
- The review does not demonstrate understanding of the TEL tool, and/or the teaching context within which it is applied, or the relationship between the two.

Analysis
- The technological tool, the reasons for adoption, implementation and efficacy within the specified teaching context is critically evaluated.
- Relevant pedagogic concepts are related to practice.
- Arguments are unsubstantiated.
Appendix C: TEL assessment criteria

- There is no reference to appropriate theoretical models to analyse the application of technology within the specified pedagogic context e.g. SAMR model, constructive alignment.

Critique

- The review fails to identify the main feature/s of the tool, its affordances, function and utility and/or critically consider how the tool offers an appropriate solution to the specified teaching objective.
- Adoption of the tool is not evidence-informed and/or the evidence presented does not offer a credible base for practice.

Presentation

- The task is incomplete.
- Work is not competently structured and coherent.
- Spelling, grammar and syntax are inaccurate, and obstruct communication of meaning and ideas.
- Referencing and bibliography is incorrect, incomplete, or inconsistent.
- Length is not controlled.
Appendix D: Academic and Professional Pathway for Teaching Excellence: evaluation pro forma

Applicant:
First reviewer:
Second reviewer:

To meet the requirements for Fellowship APP TE participants are required to demonstrate a broad understanding of effective approaches to teaching and learning support in order to contribute to high quality student learning. It is awarded to professionals who can demonstrate that they meet the criteria of Descriptor 2 of the UK Professional Standards Framework for teaching and supporting learning in higher education.

<table>
<thead>
<tr>
<th>Submitted work demonstrates that the applicant has met the requirements for Fellowship of the Higher Education Academy.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Continuing Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>All teaching observations have been completed and documentation included in the submission.</td>
</tr>
<tr>
<td>All assessed tasks have been completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme learning outcomes demonstrating successful engagement with all Areas of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>Evidences successful engagement with all five Areas of Activity.</td>
</tr>
<tr>
<td>Evidences successful engagement in appropriate teaching practices related to all five Areas of Activity.</td>
</tr>
</tbody>
</table>

Feedback

First reviewer:

Additional comments from second reviewer:
<table>
<thead>
<tr>
<th>Programme learning outcomes demonstrating Core Knowledge</th>
<th>Pass</th>
<th>Refer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences appropriate knowledge and understanding across all aspects of Core Knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First reviewer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments from second reviewer:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme learning outcomes demonstrating commitment to Professional Values</th>
<th>Pass</th>
<th>Refer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences commitment to all the Professional Values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First reviewer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments from second reviewer:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence-informed practice</th>
<th>Pass</th>
<th>Refer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences successful incorporation of subject and pedagogic research and/or scholarship within activities, as part of an integrated approach to academic practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First reviewer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments from second reviewer:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: evaluation *pro forma*

### Summary remarks

If **successful** - this section will provide you with constructive feedback that will be valuable for your future development.

If **referred** – this section will list the recommendations for what you need to do in order to achieve Fellowship.
Appendix D: evaluation *pro forma*
Appendix E: Additional resources

Indicative Reading list

We have compiled a list of books, journal articles and resources related to each of the UKPSF Dimensions of Practice. This list is by no means exhaustive, and we hope that you will contribute to the programme wiki in order to create a shared annotated bibliography of pedagogic literature.

The best all-round book on teaching and learning in HE is:


A good overview explicitly linked to the UKPSF is:


**Design and plan learning activities and/or programmes of study (A1)**


**Teach and/or support learning (A2)**


Appendix E: Additional resources


Assess and give feedback to learners (A3)


Appendix E: Additional resources


Develop effective learning environments and approaches to student support and guidance (A4) (NB: see also the section below on technology enhanced learning, as learning environments can be virtual as well as physical).


Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (AS)


Appendix E: Additional resources


Appropriate methods for teaching and learning in the subject area and at the level of the academic programme (K2)


How students learn, both generally and within their subject/disciplinary areas (K3)


The use and value of appropriate learning technologies (K4)


Appendix E: Additional resources


**Methods for evaluating the effectiveness of teaching (K5)**


**The implications of quality assurance and quality enhancement for academic and professional practice (K6)**

Probably the best place to start is at the QAA website: [http://www.qaa.ac.uk/en](http://www.qaa.ac.uk/en)

**Respect individual learners and diverse learning communities (V1)**


Appendix E: Additional resources


Discipline specific journals

Much research relating to teaching and learning within the disciplines is published in academic journals rather than books. You may therefore find the following journals useful:

*Art, Design & Communication in Higher Education* http://www.ingentaconnect.com/content/intellect/adche

*Arts and Humanities in Higher Education* http://ahh.sagepub.com/
Appendix E: Additional resources

Bioscience Education e-journal http://www.bioscience.heacademy.ac.uk/journal/
BMC Medical Education http://www.biomedcentral.com/bmcmdeduc
European Journal of Engineering Education http://www.tandfonline.com/loi/ceee20
International Journal of Electrical Engineering Education http://www.manchesteruniversitypress.co.uk/cgi-bin/scribe?showinfo=ip023
International Journal of Mechanical Engineering Education http://www.manchesteruniversitypress.co.uk/cgi-bin/scribe?showinfo=ip017
Journal of Economic Education http://www.tandfonline.com/toc/vece20/current
Journal of Geography in Higher Education http://www.tandfonline.com/toc/cjgh20/current
Nurse Education Today http://www.nurseeducationtoday.com/
Medical Education Online http://med-ed-online.net/index.php/meo
Pharmacy Education http://pharmacyeducation.fip.org/
Teaching and Learning in Medicine http://www.tandfonline.com/toc/htlm20/current
Teaching and Learning in Nursing http://www.sciencedirect.com/science/journal/15573087
The Law Teacher http://www.tandfonline.com/toc/ralt20/current
The Open Medical Education Journal http://www.benthamscience.com/open/tomededuj/

Generic Journals
Useful generic journals include:
Active Learning in Higher Education http://alh.sagepub.com/
Assessment and Evaluation in Higher Education http://www.tandfonline.com/toc/caeh20/current
Higher Education Research and Development http://www.tandfonline.com/toc/cher20/current
Innovations in Learning and Teaching International http://www.tandfonline.com/toc/riie20/current
International Journal for Academic Development http://www.tandfonline.com/toc/rija20/current
International Journal for the Scholarship of Teaching and Learning http://digitalcommons.georgiasouthern.edu/ij-sotl/
Appendix E: Additional resources


**Studies in Higher Education** [http://www.tandfonline.com/toc/cshe20/current](http://www.tandfonline.com/toc/cshe20/current)

**Teaching in Higher Education** [http://www.tandfonline.com/toc/cthe20/current](http://www.tandfonline.com/toc/cthe20/current)

**Key databases:**
For links to all main education databases go to [http://webcat.warwick.ac.uk/search~S1/v?Education](http://webcat.warwick.ac.uk/search~S1/v?Education)

**Websites**
Every effort has been made to check the availability of web based resources, however should you find that a web resource listed below has moved or is no longer available, please let us know. When you find useful new resources please include details on the wiki.

[http://www.heacademy.ac.uk](http://www.heacademy.ac.uk) Advance HE is a valuable source of information for staff in Higher Education.


[https://www.srhe.ac.uk/](https://www.srhe.ac.uk/) The Society for Research into Higher Education

[www.testa.ac.uk](http://www.testa.ac.uk) TESTA (Transforming the Experience of Students through Assessment)

[https://www.brookes.ac.uk/aske](https://www.brookes.ac.uk/aske) ASKE (Assessment Standards Knowledge Exchange) at Oxford Brookes has some useful resources on assessment.

[http://www.celt.mmu.ac.uk](http://www.celt.mmu.ac.uk) The Centre for Excellence in Learning and Teaching at Manchester Metropolitan University has a useful website with some nice resources and some case studies in their ‘Good Practice Exchange’ section.

[https://teaching.unsw.edu.au/practice](https://teaching.unsw.edu.au/practice) Teaching Practice website from the University of New South Wales has some fantastic resources on all aspects of learning and teaching.


[http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html](http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html) A short introduction to threshold concepts and a comprehensive list of resources. The most recent 100 additions to the bibliography can be found at [http://www.ee.ucl.ac.uk/~mflanaga/RecentAdditions.html](http://www.ee.ucl.ac.uk/~mflanaga/RecentAdditions.html)


**Social Media and networks**
If you use Twitter you will find an active community of educators working in, researching and talking about HE. You might want to join a Twitter chat such as those run by @LTHEchat which usually take place on Wednesdays between 8-9pm. There are also a number of active teaching and learning groups and networks on LinkedIn and Facebook.